

## Textbook Alignment to the Utah Core – 1<sup>st</sup> Grade Mathematics

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list ([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes \_\_\_\_\_ No X*

Name of Company and Individual Conducting Alignment: Clear-Cut Text, Julie Kanazawa

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

X The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 1<sup>st</sup> Grade Mathematics Core Curriculum

Title: HSP Math

ISBN#: 0-15-341259-3 SE;  
0-15-342545-8 TE; 0-15-342546-6 TE; 0-15-342547-4 TE

Publisher: Harcourt School Publishers

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: 100%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: Ancillary materials aligned to SE specific lessons cover the same standards as that lesson.

STANDARD I: Students will acquire number sense and perform simple operations with whole numbers.

Percentage of coverage in the *student and teacher edition* for Standard I: 100%

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: 0%

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 1.1: Represent and use whole numbers up to 100.</b>				
<b>a.</b>	Count, read, and write whole numbers.	7 – 8, 9 – 10, 209 – 210, 211 – 212, 213 – 214, 215 – 216, 217 – 218, 253 – 254		
<b>b.</b>	Represent whole numbers using the number line, models, and number sentences.	7 – 8, 9 – 10, 209 – 210, 211 – 212, 213 – 214, 215 – 216, 217 – 218, 239 – 240, 411 – 412		
<b>c.</b>	Represent whole numbers greater than 10 in groups of tens and ones using objects, pictures, and expanded notation.	209 – 210, 211 – 212, 213 – 214, 215 – 216, 217 – 218		
<b>Objective 1.2: Identify simple relationships among whole numbers up to 100.</b>				
<b>a.</b>	Compare and order sets of objects and numbers using the terms greater than, less than, and equal to when describing the comparisons.	11 – 12, 13 – 14, 229 – 230, 231 – 232, 233 – 234, 241 – 242, 243 – 244		
<b>b.</b>	Make reasonable estimates of the quantitative difference between two sets of objects.	219A, 219B		
<b>c.</b>	Identify one more, one less, 10 more, and 10 less than a given number.	235 – 236, 237 – 238, 239 – 240		
<b>d.</b>	Identify numbers missing from a counting sequence.	239 – 240, 253 – 254, 255 – 256, 257 – 258		
<b>e.</b>	Represent part-whole relationships using the number line.	123 – 124, 125 – 126, 389 – 390		
<b>Objective 1.3: Model, describe, and illustrate the meanings of addition and subtraction and use these operations to solve problems.</b>				

<b>a.</b>	Use a variety of models, including objects, length-based models, the number line and the ten frame to describe problem types (i.e., part-whole, combine, separate, compare).	27 – 28, 31 – 32, 41 – 44, 53 – 54, 63 – 64, 65 – 66, 67 – 68, 123 – 124, 125 – 126, 371 – 372, 373 – 374, 389 – 390, 391 – 392, 527 – 528, 529 – 530, 533 – 534, 535 – 536		
<b>b.</b>	Use the properties of addition (i.e., commutativity, associativity, identity element) and the mathematical relationship between addition and subtraction to solve problems.	33 – 34, 35 – 36, 57 – 58, 79 – 80, 81 – 82, 155 – 156, 393 – 394, 407 – 408, 409 – 410, 415 – 416		
<b>c.</b>	Compute basic addition facts (up to $10 + 10$ ) and the related subtraction facts using strategies (e.g., $6 + 7 = (6 + 4) + 3 = 10 + 3 = 13$ ).	37 – 38, 59 – 60, 99 – 100, 101 – 102, 103 – 104, 105 – 106, 107 – 108, 109 – 110, 111 – 114, 123 – 124, 125 – 126, 127 – 128, 129 – 130, 143 – 144, 145 – 146, 147 – 148, 149 – 150, 153 – 154, 369 – 370, 371 – 172, 373 – 374, 375 – 376, 377 – 378, 393 – 394, 395 – 396		
<b>d.</b>	Find the sum of three one-digit numbers.	117, 375 – 376		

**STANDARD II: Students will identify and use number patterns and properties to describe and represent mathematical relationships.**

**Percentage of coverage in the *student and teacher edition* for Standard II: 100%**

**Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard II: 0%**

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 2.1: Recognize, describe, and represent patterns with more than one attribute.</b>				
<b>a.</b>	Sort and classify objects using more than one attribute.	171 – 172, 173 – 174, 281 – 282, 283 – 284, 287 – 288, 289 – 290		
<b>b.</b>	Identify, create, and label repeating patterns using objects, pictures, and symbolic notation.	303 – 304, 305 – 306, 307 – 308, 309 – 310, 311 – 312, 313 – 314, 315 – 316		

c.	Identify, create, and label growing patterns using objects, pictures, and symbolic notation.	259 – 260, 261 – 262, 319		
d.	Use patterns to establish skip counting by twos, fives, and tens.	255 – 256, 257 – 258, 259 – 260, 261 – 262, 265 – 268		
<b>Objective 2.2: Recognize and represent mathematical relationships using symbols and use number sentences with operational symbols to solve problems.</b>				
a.	Recognize that “=” indicates that the two sides of an equation are expressions of the same number.	29 – 30, 55 – 56, 83 – 84		
b.	Recognize that “+” indicates the joining of sets and that “-” indicates the separation of sets.	29 – 30, 39 – 40, 55 – 56, 61 – 62, 83 – 84, 85 – 86, 131 – 134, 379 – 380, 415 – 416		
c.	Write and solve number sentences from problem situations involving addition and subtraction, using symbolic notation for the missing value (e.g., $\Delta + 4 = 7$ ).	77 – 78, 83 – 84, 85 – 86, 131 – 134, 137, 379 – 380, 409 – 410		
d.	Create problem situations from given number sentences involving addition and subtraction.	155 – 156, 415 – 416		
<b>STANDARD III: Students will understand simple geometry and measurement concepts as well as collect, represent, and draw conclusions from data.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>100%</u></b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: <u>0%</u></b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 3.1: Identify, describe, and create simple geometric figures.</b>				

a.	Name, create, and sort geometric plane figures (i.e., circle, triangle, rectangle, square, trapezoid, rhombus, parallelogram, hexagon).	285 – 286, 287 – 288, 289 – 290	
b.	Identify geometric plane and solid figures (i.e., circle, triangle, rectangle, square, trapezoid, hexagon, rhombus, parallelogram, cube, sphere, cone) in the students' environment.	281 – 282, 283 – 284, 285 – 286, 287 – 288	
c.	Compose and decompose plane and solid figures (e.g., make two triangles from a square) and describe the part-whole relationships, the attributes of the figures, and how they are different and similar.	285 – 286, 287A, 297	
<b>Objective 3.2: Identify measurable attributes of objects and units of measurement, and use appropriate techniques and tools to determine measurements.</b>			
a.	Identify the appropriate tools for measuring length, weight, capacity, temperature, and time.	453 – 454, 455 – 456, 457 – 458, 483 – 484, 485 – 486, 487 – 488, 499 – 500, 505 – 506, 509 – 510, 511 – 512, 513 – 514	
b.	Measure the length of an object using nonstandard units and count the units using groups of tens and ones.	479 – 480, 481 – 482	
c.	Identify the value of a penny, nickel, dime, quarter, and dollar, and determine the value of a set of the same coins that total 25¢ or less (e.g., a set of 5 nickels equals 25¢).	427 – 428, 429 – 430, 431 – 432, 433 – 434, 435 – 436, 437 – 438, 439 – 440, 441 – 444	
d.	Tell time to the hour and half-hour.	453 – 454, 455 – 456, 457 – 458	
e.	Name the months of the year and seasons in order, and use a calendar to determine the day of the week and date.	459 – 460, 467	

<b>Objective 3.3: Collect, organize, and represent simple data.</b>				
<b>a.</b>	Collect and represent data using tables, tally marks, pictographs, and bar graphs.	171 – 172, 175 – 176, 177 – 178, 179 – 180, 189 – 190, 191 – 192,		
<b>b.</b>	Describe and interpret data.	17 – 18, 175 – 176, 177 – 178, 179 – 180, 189 – 190, 191 – 192		